



英 語 問 題

はじめに、これを読みなさい。

1. この問題用紙は 17 ページある。ただし、ページ番号のない白紙はページ数に含まない。
2. 解答用紙に印刷されている受験番号が正しいかどうか、受験票と照合して確認すること。
3. 監督者の指示にしたがい、解答用紙の氏名欄に氏名を記入すること。
4. 解答は、すべて解答用紙の所定欄にマークするか、または記入すること。所定欄以外のところには何も記入しないこと。
5. 問題に指定された数より多くマークしないこと。
6. 解答は、必ず鉛筆またはシャープペンシル(いずれも HB・黒)で記入のこと。
7. 訂正する場合は、消しゴムできれいに消し、消しくずを残さないこと。
8. 解答用紙は、絶対に汚したり折り曲げたりしないこと。
9. 解答用紙はすべて回収する。持ち帰らず、必ず提出すること。ただし、この問題用紙は、必ず持ち帰ること。
10. 試験時間は 90 分である。
11. マークの記入例

良い例	悪い例
	

I 次の文章を読んで、以下の問に答えなさい。

This summer, I met a principal who was recently named as the administrator of the year in her state. She was loved and adored by all, but she told me she was leaving the profession.

I screamed, "You can't leave us," and she bluntly replied, "Look, if I get an offer to lead a school system of orphans, I will be all over it, but I just can't deal with parents anymore; they're killing us."^(ア)

Unfortunately, this sentiment seems to be becoming more and more prevalent. Today, new teachers remain in our profession an average of just 4.5 years, and many of them list "issues with parents" as one of the reasons for throwing in the towel.^(イ) Word is spreading, and the more negativity teachers receive from parents, the harder it becomes to recruit the best and the brightest out of colleges.

So, what can we do to stem the tide?^(ウ) What do teachers really need parents to understand? For starters*, we are educators, not nannies*. We are educated professionals who work with kids every day and often see your child in a different light than you do. If we give you advice, don't fight it. Take it, and digest it in the same way you would consider advice from a doctor or lawyer. I have become used to some parents who just don't want to hear anything negative about their child, but sometimes if you're willing to take an early warning advice to heart, it can help you head off an issue that could become much greater in the future.^(エ)

Trust us. At times when I tell parents that their child has a behavior problem, I can almost see the hairs rise on their backs.^(オ) They are ready to fight and defend their child, and it is exhausting. One of my biggest pet peeves* is when I tell a mom something her son did and she turns, looks at him and asks, "Is that true?" Well, of course it's true. I just told you. And please don't ask whether a classmate can confirm what happened or whether another teacher might have been present. It only demeans* teachers and weakens the partnership between teacher and parent.

And if you really want to help your child be successful, stop making excuses for them. I was talking with a parent and her son about his summer reading assignments. He told me he hadn't started, and I let him know I was extremely disappointed because school starts in two weeks.

His mother chimed in and told me that it had been a horrible summer for them because of family issues they'd been through in July. I said I was sorry, but I couldn't help but point out that the assignments were given in May. She quickly added that she was allowing her child some "fun time" during the summer before getting back to school and that it wasn't his fault the work wasn't complete.

Some parents will make excuses regardless of the situation, and they are raising children who will grow into adults who turn towards excuses and do not create a strong work ethic. If you don't want your child to end up 25 and jobless, sitting on your couch eating potato chips, then stop making excuses for why they aren't succeeding. Instead, focus on finding solutions.

And parents, you know, it's OK for your child to get into trouble sometimes. It builds character and teaches life lessons. As teachers, we are vexed* by those parents who stand in the way of those lessons; we call them helicopter parents because they want to swoop in and save their child every time something goes wrong. If we give a child a 79 on a project, then that is what the child deserves. Don't set up a time to meet with me to negotiate extra credit for an 80. It's a 79, regardless of whether you think it should be a B+.

This one may be hard to accept, but you shouldn't assume that because your child makes straight A's he/she is getting a good education. The truth is, a lot of times it's the bad teachers who give the easiest grades, because they know by giving good grades everyone will leave them alone. Parents will say, "My child has a great teacher! He made all A's this year!"

Wow. Come on now. In all honesty, it's usually the best teachers who are giving the lowest grades, because they are raising expectations. Yet, when your children receive low scores you want to complain and head to the principal's office.

Please, take a step back and get a good look at the landscape. Before you challenge those low grades you feel the teacher has “given” your child, you might need to realize your child “earned” those grades and that the teacher you are complaining about is actually the one that is providing the best education.

And please, be a partner instead of a prosecutor. I had a child cheat on a test, and his parents threatened to call a lawyer because I was labeling him a criminal. I know that sounds crazy, but principals all across the country are telling me that more and more lawyers are accompanying parents for school meetings dealing with their children.

I feel so sorry for administrators and teachers these days whose hands are completely tied. In many ways, we live in fear of what will happen next. We walk on eggshells in a watered-down education system where teachers lack the courage to be honest and speak their minds. If they make a slight mistake, it can become a major disaster.

My mom just told me a child at a local school wrote on his face with a permanent marker. The teacher tried to get it off with a washcloth, and it left a red mark on the side of his face. The parent called the media, and the teacher lost her job. My mom, my very own mother, said, “Can you believe that woman did that?”

I felt hit in the gut. I honestly would have probably tried to get the mark off as well. To think that we might lose our jobs over something so minor is scary. Why would anyone want to enter our profession? If our teachers continue to feel threatened and scared, you will rob our schools of our best and handcuff our efforts to recruit tomorrow's outstanding educators.

出典：Ron Clark, “What teachers really want to tell parents” (CNN.com September 6, 2011) (一部変更・省略しました。)

注 for starters = to begin with nanny : 子守

pet peeve : 常にいらいらさせられるもの demean : おとしめる

vexed : 憤慨している

(問 1) 下線部(ア)(ウ)(エ)(オ)(カ)(キ)(ク)(ケ)(コ)(サ)(シ)(ス)の内容に最も近いものをそれぞれ1つ選び、その番号を解答欄にマークしなさい。

(ア) I will be all over it

1. I will be disappointed with it
2. I will be more than happy to accept it
3. I will hesitate to give it up
4. I will never do it again

(ウ) stem the tide

1. find out who is to blame
2. help this trend grow
3. predict what will happen
4. stop this tendency

(エ) head off an issue

1. accept an offer
2. avoid a problem
3. encourage a child
4. get accustomed to a situation

(オ) see the hairs rise on their backs

1. see them come to an understanding
2. see them filled with pride
3. see them flare up in anger
4. see them satisfied with my explanation

(カ) stand in the way of those lessons

1. expose their child to the storms of life
2. help their child get a proper education
3. let their child learn by himself/herself
4. prevent their child from experiencing life

(キ) Come on now

1. Enough of this nonsense
2. Good for you
3. No problem at all
4. Why not go ahead

(ク) get a good look at the landscape

1. appreciate how beautiful it is to trust each other
2. be cautious not to overlook any small changes
3. evaluate the whole situation carefully
4. relax and enjoy the beautiful scenery

(ケ) challenge those low grades

1. claim that your child should advance to the next year
2. have your child start from the very beginning
3. protest that your child's scores are not good enough
4. try to increase your child's motivation

(コ) whose hands are completely tied

1. who are accused of being lazy teachers
2. who are not allowed to do anything
3. who are thoroughly admired
4. who are too busy to do anything else

(㊦) walk on eggshells

1. are extremely cautious
2. become more honest
3. make more of an effort
4. stand up and fight

(㊧) felt hit in the gut

1. became tired of it
2. felt relieved to hear that
3. had a stomach ache
4. was terribly shocked

(㊨) handcuff our efforts

1. deny that we are doing our best
2. encourage us to try harder
3. help us make it easier
4. restrict what we are trying to do

(問 2) 本文の内容および主張に基づいて、以下の(A)(B)(C)(D)の質問の答として最も適切なものをそれぞれ1つ選び、その番号を解答欄にマークしなさい。

(A) Why was the newly appointed administrator leaving her profession?

1. Because it became hard to recruit the best and brightest teachers.
2. Because new teachers would be leaving in 4 or 5 years.
3. Because she couldn't stand dealing with the parents.
4. Because she was appointed to lead a school of orphans.

(B) What are helicopter parents?

1. Parents who are willing to help the teachers.
2. Parents who complain much about their child.
3. Parents who look down on their child's teacher.
4. Parents who stand by to protect their child.

(C) Which is NOT desirable?

1. That parents save their children from difficulties.
2. That parents stop making excuses for their child.
3. That parents support teachers.
4. That parents take teachers' advice.

(D) According to the last two paragraphs, which is true?

1. I couldn't believe that a woman had done such a cruel thing to a child.
2. I wondered if there hadn't been anything better than a washcloth.
3. I was disappointed that even my mother didn't understand how I felt.
4. My mother and I both felt it was regrettable that the teacher lost her job.

(問 3) 本文の内容および主張に基づいて、以下の(A)(B)(C)(D)の文を完成させるとき、後ろに続ける文言として最も適切なものをそれぞれ1つ選び、その番号を解答欄にマークしなさい。

(A) When parents are told about something bad their child has done, they...

1. just accept how things are at school.
2. often become envious of other children.
3. tend to doubt what they are told.
4. usually blame themselves for his/her behavior.

(B) As teachers are educated professionals, parents should...

1. accept the advice of a teacher as they would that of a doctor or lawyer.
2. first talk to the child before getting advice from the teacher.
3. not take for granted the advice teachers give them.
4. realize the advice of a doctor or lawyer is more valuable than that of a teacher.

(C) The author was disappointed that the child...

1. had done his reading assignments for only two weeks during summer.
2. hadn't done his reading assignments even though there were only two weeks remaining.
3. had started his reading assignments just two weeks after the vacation had begun.
4. was told by his mother that he did not have to do his reading assignments.

(D) Teachers who easily give high grades often do so because...

1. they are impressed by the greatness of the child's efforts.
2. they are willing to improve the education system.
3. they just don't want to be annoyed by the complaints about the scores.
4. they want to prove themselves to be more enthusiastic than other teachers.

(問 4) 下線部(イ)の具体的な内容を表す連続した3語を本文から抜き出し、記述解答欄に記入しなさい。

II 次の文章を読んで、以下の間に答えなさい。

Magnetism has fascinated people for hundreds of years, ever since the discovery of lodestones — rocks containing magnetite*. Because lodestones had the unusual ability to attract iron, philosophers speculated that these materials might have other wonderful properties as well. Interest in the healing properties of magnets ^(ア) became widespread during the Middle Ages, when many European physicians thought that lodestones might serve to cure such ailments as gout*, arthritis*, poisoning and baldness.

Despite the fact that the American Medical Association's first alert to its members about what they called "mechanical fakes" ^(イ) occurred in *The Journal* in 1910, a long list of magnetic products, making a wide variety of claims, ^(ウ) have been available on the market over the past one hundred years. A 1922 advertisement for several magnetic devices made this ambitious announcement:

"This is the chance of a lifetime to see the success of science, sense and skill, which we bring to your door at no extra expense to you. If you are disgusted with poisonous drugs and fakes, try this treatment. They ^(エ) set up vital action in all the organs, tissues and great nerve centers, giving warmth, protection, action and life; removing all aches, pains, weakness and nervous languor*. Magnetism is the most certain relief for pain known. If you suffer, come to the office and see what we can do for you. The only known protection."

In spite of such bold claims, there was plenty of reason to believe that magnets were not as effective as the advertisements claimed. For example, the February 17, 1929, edition of *The Detroit Free Press* carried an advertisement for the Theronoid, a magnetic belt that purportedly* removed harmful waste from the body and treated chronic ailments. According to the advertisement, the Theronoid had cured Peter J. Clemens of a life-threatening gall-bladder* infection. But the following day, the same newspaper carried an obituary for Mr. Clemens, reporting that he had died of pneumonia*. Clearly the Theronoid's powers were limited.

Although interest in magnetic devices faded in the decades that followed, the 1990s saw a new surge of interest in the healing powers of magnets, motivated in part by Major League baseball players who told reporters that wearing magnets improved their strength, speed, and overall performance. Others have said that magnets can help treat a wide variety of physical ailments, including arthritis, rheumatism, asthma*, headaches, gout, insomnia, stress, general aches and pains, sore muscles, cancer, or problems in the kidneys, liver, lungs, stomach and bowels. Today, numerous magnetic devices are on the market, often selling for anywhere from \$25 to \$100, and sometimes a lot more. Many of these devices fit like clothing, jewelry or apparel, such as magnetic belts, bracelets, and shoe insoles. There are also magnetic seat cushions, magnetic coils, and adhesive magnetic patches.

Scientific researchers have debated whether magnets ever have any permanent effect on patients, or if the benefits are nothing more than the "placebo effect" (in other words, "the power of suggestion"). Laboratory researchers have found that magnetic fields do have a minor biological effect, but magnets are not effective unless they have a gauss* measurement of magnetic strength of at least 500—much stronger than a regular refrigerator magnet, which has a gauss measurement of only 10. But many magnetic devices on the market aren't much stronger than refrigerator magnets.

Concluding that there is no scientific evidence that magnets have a permanent, beneficial effect in the treatment of cancer, or that they will relieve pain beyond a placebo effect, the Food and Drug Administration has made efforts to stop the sale of several magnetic devices promoted for pain relief. In 1991, the International Medical Research Center of Murrieta, California, paid \$40,000 in fines and court costs and agreed to stop selling magnet devices as medical aids designed to permanently cure patients. The company had placed a billboard at the intersection of two interstate highways declaring "Curing Cancer with Super Magnets." Promotional materials pictured the company's owner with a cancer patient who

claimed she had “experienced recovery and remission from her cancer with the Super Magnets.” But that was not the case. Tragically, the woman died of cancer, and the company’s owner was prosecuted under California’s law that forbids the marketing and use of unapproved devices for cancer treatment.

出典：Bob McCoy, *Quack!: Tales of Medical Fraud from the Museum of Questionable Medical Devices* (Santa Monica Press, 2000) (一部省略・変更しました。)

注 magnetite：磁鉄鉱 gout：痛風 arthritis：関節炎
languor：倦怠，衰弱 purportedly：称するところによれば
gall-bladder：胆嚢 pneumonia：肺炎 asthma：喘息
gauss：磁石の強さを表すものとして一般的に広く用いられてきた単位

(問 1) 下線部(ア)(イ)(ウ)(エ)(オ)(ク)の内容に最も近いものをそれぞれ 1 つ選び，その記号を解答欄にマークしなさい。

(ア) the healing properties of magnets

1. the ability of magnets to make people friendly
2. the characteristics of magnets to attract iron
3. the effect of magnets to stimulate philosophical thought
4. the power of magnets for medical treatment

(イ) “mechanical fakes”

1. mechanisms that do not have effects that they are said to have
2. mechanisms that have proper medical effects on our bodies
3. mechanisms that make products sell well in the market
4. mechanisms that one can earn a commission by selling a product

(㉞) a wide variety of claims

1. assertions that magnetic products can heal a range of diseases and pains
2. constant protests to the American Medical Association for promoting ineffective magnetic goods
3. repeated warnings by the American Medical Association against the use of magnetic devices
4. various complaints by customers about badly made magnetic devices

(㉟) They

1. The American Medical Association
2. The magnetic devices
3. The poisonous drugs and fakes
4. The successful scientists of the USA

(㊱) interest in magnetic devices faded

1. brokers stopped buying stocks of magnet manufacturing companies
2. customers started to buy magnetic devices for their health
3. magnetic devices gradually lost their popularity
4. people started to campaign against magnetic devices

(㊲) in fines

1. as lawyers' fee
2. as monetary penalty
3. in advance
4. with good intentions

(問 2) 以下の(A)(B)(C)(D)(E)について、本文の内容に最も近いものをそれぞれ1つ選び、その番号を解答欄にマークしなさい。

(A)

1. In 1922, a company created all-round painkilling devices known to be most effective even till this day.
2. In 1922, it was scientifically proved that the most certain protection against pain, nervous breakdown and weakness was magnetism.
3. The advertisement for magnetic medical devices in 1922 promised to send their products without any delivery charge.
4. The new magnetic devices were advertised in 1922 with a special free trial offer.

(B)

1. Ironically, Mr. Clemens passed away soon after the advertisement of the Theronoid had boasted of his recovery.
2. The advertisement in *The Detroit Free Press* didn't exaggerate the healing effects of the Theronoid.
3. Thanks to the Theronoid, Mr. Clemens managed to recover from pneumonia.
4. *The Detroit Free Press* refused to advertise the Theronoid after the death of Mr. Clemens.

(C)

1. Because of a baseball player's death, many people started to criticize magnetic devices in the 1990s.
2. Magnetic devices were out of fashion in the 1990s despite the strong support from some Major League baseball players.
3. Popularity of fashionable magnetic devices was limited for they were relatively expensive.
4. Some baseball players in the 1990s believed that magnetic devices had certain effects on their performance.

(D)

1. According to laboratory researchers, a common refrigerator magnet can cure patients with its magnetism.
2. According to laboratory researchers, a magnetic device must be sufficiently strong to be biologically effective.
3. According to laboratory researchers, magnetic fields have no biological effect whatsoever.
4. According to laboratory researchers, most magnetic devices on the market are strong enough for medical treatment.

(E)

1. A California woman sued International Medical Research Center because the company used her image in their advertisement without her permission.
2. International Medical Research Center agreed to stop selling magnetic devices because one of their products caused cancer in a woman.
3. International Medical Research Center lost a lawsuit because they advertised the Super Magnet as a cancer treatment without official approval.
4. The huge billboard advertisement of the Super Magnets had aroused opposition in the neighbourhood, which eventually led to the trial.

(問 3) 下線部(キ)を次のように言い換えるとき、空欄(A)と(B)に入れるのに最も適切な語をそれぞれ1つ選び、その番号を解答欄にマークしなさい。

magnets are (A) effective (B) they have a gauss measurement of magnetic strength of at least 500

- | | | | | |
|-----|-------|----------|---------|----------|
| (A) | 1. as | 2. least | 3. only | 4. still |
| (B) | 1. as | 2. if | 3. so | 4. than |

(問 4) 下線部(カ) the “placebo effect” について書かれた以下の文章を読んで、the placebo effect がどのような問題を引き起こし得ると書かれているか、30字以内の日本語で説明しなさい(句読点も1字と数える)。答は記述解答欄に記入すること。

Medical researchers use the term “placebo” to refer to harmless substances (such as sugar tablets) given to research subjects to test the results of new medicines or medical remedies given to other research subjects. In short, if enough people trying out the new remedy get better than those who unknowingly take the placebo, the remedy might work.

The “placebo effect,” however, takes place when a patient appears to get better by using an unconventional remedy that actually has no scientific basis for working. It can become very dangerous when patients talk themselves into thinking they are getting better and thus go without proper medical treatment.

Ⅲ 次の文章を読んで、以下の間に答えなさい。

“It is odd that photography was never one of my childhood hobbies when Father was so fond of it,” Margaret Bourke-White wrote in her autobiography. “I hardly touched a camera and certainly never operated one until after he died.”

Yet as a child, she loved to watch her father, Joseph White, tinker with the lenses he invented and patented. She was thrilled when she could look through the prisms and ground glass to see the magic effects of illusion.

After her birth on June 14, 1904, in the Bronx, New York, Margaret Bourke-White was raised in Bound Brook, New Jersey, with a brother and sister.

At an early age, Peggy — as she was called, and later, Maggie — imagined herself “going to the jungle, bringing back specimens for natural history museums and doing all the things that women never do.” She hiked through the woodlands and collected snakes, turtles, and insects, which she kept in cages and jars around the house.

(1)

(2)

(3)

(4)

出典：Nancy Jackson, *PHOTOGRAPHERS: History and Culture Through the Camera* (Facts on File, 1997) (一部変更・省略しました。)

(問) 以下の段落(A)～(D)は、それぞれ本文中の空欄(1)～(4)のどこに入れるのが最もふさわしいか、それぞれ1つ選び、その番号を解答欄にマークしなさい。

(A) The course was given by Clarence White, who had been one of Alfred Stieglitz's Photo-Secessionists. He produced soft-focus, romantic photographs in high contrast of lights and shadows. Bourke-White's first photographs were in the pictorial style.

(B) The Whites encouraged their children to be independent, but they were protective. They restricted socializing with other children after school, and they maintained strict, old-fashioned discipline. Maggie turned to activities within the family, especially her father's construction of gadgets and machinery.

(C) Unfortunately, when Margaret was 17 years old, her father died suddenly and left the family with little money. She became an art student after high school and enrolled at Columbia University, where she took a course in photography.

(D) What intrigued her most about his work were the trips to the factories where he supervised the installation of printing presses he invented. She recalled her first visit to a foundry* where she climbed up a sooty balcony to wait for a rush of flowing metal and flying sparks that broke the darkness. "To me at that age," she said, "a foundry represented the beginning and end of all beauty."

注 foundry : 鋳物工場

